DOCUMENT RESUME

ED 258 383 EC 172 902

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TITLE John Rennie High School Alternative Learning Program.
PUB DATE [84]
NOTE 21p ; The program was developed at the John Rennie High School, Pointe Claire, Quebec.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Foreign Countries; *Gifted; Program Descriptions; *Program Development; Program Evaluation; Resource Teachers; Secondary Education
IDENTIFIERS Quebec (Pointe Claire)

ABSTRACT

The paper charts the development of a gifted program for secondary students in Pointe Claire, Quebec. The program featured an unstructured learning environment maximizing student choices, a resource teacher and facility, and learning experiences outside of school. Selection criteria are explained and a sample behavior rating scale is appended. Budgetary provisions note the expenses for student traveling as well as for outside learning activities. Expected results (including positive attitudes toward school and participation in extracurricular activities) are listed, followed by a list of intended evaluation procedures. The appendices provide student feedback based on interviews and a student questionnaire on the perceived effects of the program. (CL)

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JOHN RENNIE HIGH SCHOOL
501 St. John's Road
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ALTERNATIVE LEARNING PROGRAM

1. Origin - During my first year as principal (79-80) and after talking with various members of staff, especially the guidance counsellors, it was apparent there was a need. In the spring of 1980 plans were laid.

2. Selection Process - The Guidance Department Head and myself decided that the process we would use would be as follows -

   a) Teacher recommendation using the Renzulli/Hartman Scales for the Rating Behavioral Characteristics of Students - see attached

   b) A parent and student interview along with a written statement from parents on their perception of their child

   c) A final selection by teacher who was chosen to teach in the program along with guidance counsellor and myself

3. Teacher selection - We advertised within our own staff which at that time had approximately one hundred teachers. It required a teacher who could teach English, French and any of the Social Sciences (Geography, History, Economics). In addition we looked for a person who was flexible, supportive of students in general and was not afraid of work. We were successful and chose a teacher, Mr. Edmond Harvey, a French/Social Science teacher whose first language is English

4. Program - The students who were selected came from three grade levels - Grades nine, ten and eleven. These are the last three years of high school in Quebec. Their program, under Mr. Harvey's supervision included English, French and Social Science which covered half of their in-school classes. Their other classes were taken with regular classes following a daily schedule

5. Socio Economic status of community - Our community is primarily middle and upper middle class although we have a scattering of both ends of the spectrum

6. Cultural & Religious status - The vast majority of our students are English Protestant. As you may know the Education system in Quebec is divided on religious lines - Roman Catholic and Protestant. There are some minority groups in our school which include students from the Black, Greek and Jewish communities. We are also beginning to see an increase in the number of students from the far east.

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7. Numbers of students - The first year we selected thirteen students - three from grade nine, four from grade ten and six from grade eleven. We kept the numbers low in order to ensure that every opportunity was available to make the program successful.

The second year we expanded to two classes - one at the secondary three level and a combined class at the secondary four and five levels with a clientele of twenty-five and twenty-three respectively. The staff involved was expanded to three teachers - one an English/Social Science teacher and the second an English teacher.

The past two years we have had three classes - one at each grade level with approximately twenty-five students in each class. We do not plan to expand any further.

Evaluation - The program is evaluated on the basis of

- students participation in school activities outside the classroom
- students performance on provincial high school leaving examinations
- acceptance of students into post-secondary programs
- a personal evaluation by each student of his/her acceptance of the program

Summary - Although we can produce numbers to back up the success of these students, we don't know whether in fact they would have been equally successful had they remained in the regular program. The one identifiable result is the demand by students and parents to be accepted in this program. Each year we have between twenty-five and thirty percent of our students at each grade level apply for the program. We accept about ten percent. The group cohesiveness, the motivation and support by students for each other brings out a success that can only be measured by "feelings".

There is no doubt these students are enjoying school and the spin off is that a number of our other staff are beginning to use similar approaches to teaching - i.e. giving the students more responsibility for their learning.

We have altered our selection process over the years so that students may now be nominated for the program

- by parents
- by themselves
- by peers
- by teachers

If we can be of any more help please do not hesitate to contact me at 1-514-697-3210.

Encls.

Donald R. Robertson

A Proposal for the Development of a Program for Gifted Students at John Rennie High School

Background -

Over the years many of our schools have faced the difficult task of trying to provide an effective educational opportunity for "Gifted students". The most common method of attempting to provide a challenge for these students is advancing them a grade level or advancing them by one or more years in a particular subject area.

Although this has met the needs in some cases for the academically gifted, many other students who are not highly motivated and would just as soon "coast along" have been overlooked. Some of these students hang on and graduate, others become disenchanted and drop out of school.

In an attempt to provide a situation in which students can have some responsibility for their academic development with supportive guidance, we, at John Rennie High School, wish to propose the introduction of a pilot project for gifted students in Secondary III, IV and V. This program would not, at this time, include students who could be considered gifted in either artistic or athletic fields.

Aims of the Program -

1. To provide an unstructured learning environment in which the student can make choices as to which areas of study he/she wishes to pursue.

2. To provide a resource teacher for the students who is familiar with the English, French and Social Science programs at the Cycle II level.

3. To provide a resource facility for those students where they can discuss, carry on research or receive lectures/instruction.

4. To provide for learning experiences outside of the school in the form of travel, exchanges, visits to industries, interviewing leaders in whatever field of study the student chooses.

5. To ensure that students will not jeopardize their achievement of a Secondary V Certificate.

The Selection Process

The Selection process will be based on the following factors:

A) 1. General academic achievement over the past three years.

2. General academic awareness (initiative, inquisitiveness) as observed by past teachers.

3. Leadership ability - participation in activities both in and out of school.

The attached "Scales for the Rating Behavioral Characteristics of Superior Students" will be used. (Appendix I)

B) Parents of students, recommended for the program by their teachers, will be asked to submit a written outline of their perception of their child.

C) Interviews - Once an initial selection has been made, each student will be interviewed along with his/her parents by at least two representatives of the Committee. The perceived interest, by the Committee members, of the student and the parents will be an important criteria in the final selection. A final group of twelve to fifteen will be selected to participate in this program.

D) The final selection will be done by a Committee to include administrators, a guidance counsellor and teachers.

School Program

Students selected for this program will have a minimum of the equivalent of three periods per day devoted to working on programs of his/her choosing. This will replace English, French and Social Science which they would take in a regular program. It will be the student's responsibility under the guidance of the teacher advisor to carry out activities which will enable him/her to meet the requirements for any High School Leaving formal examination in those subjects (i.e. a Secondary IV student would be expected to sit for the History 412, English and French examinations in June).

Other programs which the student selects may or may not require the regular attendance and participation of the student. Courses in Science where laboratory work is involved would require regular class participation. For subject areas that require regular class participation, we will place a student with a teacher who is amenable to the gifted program and will cooperate by allowing and providing for make-up situations if a student is away.

The Teacher/Advisor

The Teacher/Advisor will be selected from the present staff. It will be this person's responsibility to prepare, in cooperation with each student, program contracts and to monitor the progress. In addition, conducting field trips, arrangements for exchanges, contacting guest speakers, providing for any type of gainful learning experience, will play a major part of this person's responsibility.

The release of this teacher from regular teaching duties will be a part of the Special Education teacher allotment. Students identified for this program will be counted in our Special Education numbers.

Facilities

A room will be provided for these students to organize and equip in their own way (within limitations) in order that they can carry on individual study/research, small group discussions, and large group (12-15) presentations.

Budgetary Provisions

The financial demands would be quite nominal in that the only major area of expense would be in travelling expenses. It would be our hope that we could provide for students to travel to areas within a 500 mile radius of Montreal in order that they might follow up on their interests and studies (i.e. Quebec City, Ottawa, Toronto, Washington, New York, Boston). It would be expected that wherever possible we would take advantage of exchange type situations to reduce such costs, and that in most instances parents would assist. An amount of $5,000. would be requested to assist with travel, bringing in guest speakers, and covering admission fees to various programs (theatre, concerts, etc.).

Expected Results

1. A student who enrols in this program will complete their high school education.

2. A student who completes one or more years in this program will eventually proceed into a University program within five years of completing high school.

3. A student who completes one or more years in this program will rank in the top quintile of his/her graduating class.

4. A student who enrols in this program will upon completion demonstrate a positive attitude towards school and particularly this program.

5. A student who participates in this program will participate in one or more extra-curricular activities each year that he/she is in the program.

Evaluation

1. Students selected will be asked to submit at the beginning of the 1980-81 school year, a list of expectations that they have for the program. In June 1981 they will be asked to review this list and determine how well these expectations were realized.

2. Information will be gathered over a period of years to determine how well we have achieved the expected results.

3. Students will be asked to complete the attached questionnaire. (Appendix II)

4. Students will meet on a bi-monthly basis with a Guidance counsellor to discuss their degree of satisfaction with the program.

5. The teacher concerned will meet monthly during the first semester with the student and his/her parents to discuss their degree of satisfaction with the program.

6. Participating students will be asked to submit a written report at the end of each semester evaluating their participation.

7. In subsequent years, graduates who have participated in this program will be asked to submit a written commentary on the effect this program had in preparing them for the post-secondary activity they are following. The first such reports would be presented in June, 1982.

8. At the end of the first semester students will write tests, as prepared by regular class teachers, in the three subject areas - English, French, Social Science. In addition, results on High School Leaving Examinations will be monitored.

Summary Sheet

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

Directions. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication and planning. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the 10 dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

Space has been provided following each item for your comments.

Scoring. Separate scores for each of the ten dimensions may be obtained as follows:

— Add the total number of X's in each column to obtain the "Column Total."
— Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
— Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
— Enter the Scores below.

I	Learning Characteristics	_____
II	Motivational Characteristics	_____
III	Creativity Characteristics	_____
IV	Leadership Characteristics	_____
V	Artistic Characteristics	_____
VI	Musical Characteristics	_____
VII	Dramatics Characteristics	_____
VIII	Communication Characteristics – Precision	_____
IX	Communication Characteristics – Expressiveness	_____
X	Planning Characteristics	_____

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months

Part I: Learning Characteristics	1 Seldom or never	2 Occasionally	3 Considerably	4 Almost always
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	☐	☐	☐	☐
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).	☐	☐	☐	☐
3. Has quick mastery and recall of factual information.	☐	☐	☐	☐
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick."	☐	☐	☐	☐
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.	☐	☐	☐	☐
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	☐	☐	☐	☐
7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.	☐	☐	☐	☐
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	☐	☐	☐	☐
Add Column Total	☐	☐	☐	☐
Multiply by Weight	[1]	[2]	[3]	[4]
Add Weighted Column Totals	☐ >	☐ >	☐ >	☐
Total				☐

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months

Part II: Motivational Characteristics

	1 – Seldom or never	2 – Occasionally	3 – Considerably	4 – Almost always
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)	☐	☐	☐	☐
2. Is easily bored with routine tasks.	☐	☐	☐	☐
3. Needs little external motivation to follow through in work that initially excites him.	☐	☐	☐	☐
4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products.	☐	☐	☐	☐
5. Prefers to work independently; requires little direction from teachers.	☐	☐	☐	☐
6. Is interested in many "adult" problems such as religion, politics, sex, race — more than usual for age level.	☐	☐	☐	☐
7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs.	☐	☐	☐	☐
8. Likes to organize and bring structure to things, people, and situations.	☐	☐	☐	☐
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	☐	☐	☐	☐
Add Column Total	☐	☐	☐	☐
Multiply by Weight	[1]	[2]	[3]	[4]
Add Weighted Column Totals	☐ >	☐ >	☐ >	☐
Total				☐

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months

Part II: Creativity Characteristics

	Seldom or never	Occasionally	Considerably	Almost always
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	☐	☐	☐	☐
2. Generates a large number of ideas or solutions to problems and questions, often offers unusual ("way out"), unique, clever responses.	☐	☐	☐	☐
3. Is uninhibited in expressions of opinion, is sometimes radical and spirited in disagreement; is tenacious.	☐	☐	☐	☐
4. Is a high risk taker, is adventurous and speculative.	☐	☐	☐	☐
5. Displays a good deal of intellectual playfulness, fantasizes; imagines ("I wonder what would happen if . . ."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects, and systems.	☐	☐	☐	☐
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	☐	☐	☐	☐
7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interests for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	☐	☐	☐	☐
8. Is sensitive to beauty, attends to aesthetic characteristics of things.	☐	☐	☐	☐
9. Nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	☐	☐	☐	☐
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	☐	☐	☐	☐
Add Column Total	☐	☐	☐	☐
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	☐	> ☐	> ☐	> ☐
Total				☐

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months

Part IV: Leadership Characteristics

	_ Seldom or never	_ Occasionally	_ Considerably	_ Almost always
1. Carries responsibility well, can be counted on to do what he has promised and usually does it well.	☐	☐	☐	☐
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	☐	☐	☐	☐
3. Seems to be well liked by his classmates.	☐	☐	☐	☐
4. Is cooperative with teacher and classmates, tends to avoid bickering and is generally easy to get along with.	☐	☐	☐	☐
5. Can express himself well; has good verbal facility and is usually well understood.	☐	☐	☐	☐
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	☐	☐	☐	☐
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.	☐	☐	☐	☐
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.	☐	☐	☐	☐
9. Participates in most social activities connected with the school, can be counted on to be there if anyone is.	☐	☐	☐	☐
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.	☐	☐	☐	☐
Add Column Total	☐	☐	☐	☐
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	☐ >	☐ >	☐ >	☐
Total				☐

Appendix I

Student feedback on "The Gifted Program"

- based on about 60 informal contacts and a formal interview with each student in December.

One of my responsibilities vis a vis "The Gifted Program" was to check students' feelings about the program, to monitor their perceptions. This brief report then is not an evaluation of the program, but simply a report on the way I understand the students to be feeling and thinking about the program.

When talking with the students, however, I am particularly conscious of one objective of the program - to give students an opportunity to assume responsibility for their own learning.

In my interviews with the students I tried to keep my questions "open" - "How's the program going?" type, and then focused in on some of their concerns or thoughts. Generally they seemed to have given a lot of thought to the program and what they were getting out of it. Their criteria for evaluating the program, I found most revealing.

GRADE NINES: Mia, Sally, Mary

This group was the least positive about the program. "How's it going?" "It's okay but...." was fairly typical.

All felt they were working much harder than they had before - but that was okay. All seemed to like "the relaxed atmosphere". They were generally content to be in the program - "It's all right, it's okay".

What are they getting out of it? They weren't very sure - "I'm learning a lot of English", "I'm getting a lot of work done", "I don't know".

Dislikes and criticisms. They felt "looked down upon" by the grade elevens. They resented grade elevens being "trusted" by the teacher while they weren't. They felt constraints, not enough freedom.

They were bothered by other teachers and some students' perceptions of them and the program. Of teachers "they don't understand it's not for genii". Of kids "they think it's slack when we're working much harder than they are".

My comments: Their intellectual understanding of the program is fuzzy. They're riding along with the program instead of taking charge of themselves and their learning.

Still, they're coping, they may not have put it all together yet - there are problems but they would still choose to be in the program

GRADE TENS: Bruce, Derek, Sharon, Terri

This group felt very positive about the program. "How's it going?" "Great, I'm so much happier coming to school" "It's such a great group" "I'm learning so much" "It's challenging!"

What are they getting out of it? They had lots of ideas - learning time management, how to organize myself, and thus getting prepared for University. A number of them mentioned how it had been a tough adjustment, how they mismanaged their time initially but had learned from that experience. They felt they had a lot of freedom, a lot of opportunities. They felt the group was very close, though like the grade nines they saw Roy, Alison and sometimes Vicki as not really having a strong commitment to the group.

They liked having the 3 - 3 class split as the other 3 classes kept them in the school, they were able to still feel part of the school. Most of these students are really involved in extra curricular activities - volleyball, football, radio, etc.

Unlike the grade nines, even though they were enjoying the program, they felt they would have little trouble going back to a "regular" schedule next year if they weren't in the program.

They had few dislikes or criticism, most of them centered on personality conflicts - not on the program.

Comments: A very socially aware group, being part of the group is very important and meaningful to them. The intellectual appreciation of the program seemed almost more a result of their feelings about the group, though time management was a common learning experience.

GRADE ELEVENS: Carolyn, Vicki, Alison, Basil, Roy, Don

This group, while positive about the program, were not as homogeneous in their responses. Most of them felt "liberated" by the program. They were no longer bored in school, they weren't wasting time like they had in the past and they felt what they were learning was relevant to them.

They all felt the program was particularly appropriate for grade eleven students because it emphasized freedom and responsibility and was thus excellent preparation for CEGEP. There were lots of "I'm working because I want to" comments, lots of "finally I'm not being held back by other kids and teachers" comments. All felt they were learning about time management, self organization, etc. They all felt they were working much harder than they ever had before and were learning more academically. "I've learned more in one term than in my previous four years here."

Some of them felt there was great freedom, others felt there were too many specific assignments from Mr. Harvey and resented that, since it cut into their freedom.

A few of the elevens thought there should be more group discussions, others wanted less to do with the group.

Over half of the group commented about the Grade Nines - "What are they getting out of this program?"

Among their suggestions:

- more group discussions
- no grade nines (also suggested by one grade nine)
- less specific assignments
- in terms of selection for the program - ask the kids themselves

Comments: People like Roy. Don, Vicki and perhaps Carolyn seem to be taking maximum academic advantage from the program. This group (especially the above four and Alison) seemed very secure "Who cares what other kids think of the program?" type of thing.

I think more group discussions might be a good idea. They want to throw ideas around, hear what the others are thinking.

Their comments about the grade nines may be worth thinking about. Certainly the nines are not getting the same things out of the program that the elevens are - but then they were a very different group to start with.

OVERALL:

Generally the kids were enthusiastic about the program and happy to be in it.

Mr. Harvey is viewed as a helper, friend and resource person. The grade nines seemed more confused as to exactly what his role is.

Again comments about Mr. Harvey were generally enthusiastic and warm.

Jon Gage

Appendix 2

Questionnaire

Name _____

Age _____

Level Sec. III, IV, V (Circle One)

1. This past year has been ____ year in school.

   a) my best b) a good c) a disappointing

   Comments_____

_____

_____

2. The other students I have worked with in this program have had a _____ effect on me.

   a) positive, b) negative, c) neutral.

   Comments _____

_____

_____

3. My relationships with students outside the program have _____.

   a) improved b) deteriorated c) remained the same.

   Comments _____

_____

_____

4. My outside interests (other than school activities) have changed _____.

   a) drastically b) same c) not at all

   Comments _____

_____

_____

Questionnaire (continued)

5. My participation in this program has _____ my family

a) benefited b) had no effect on

Comments _____

_____

_____

6. I would would not recommend this program to another student.

Comment _____

_____

_____

7. I would would not recommend that studerts in this program take all their subjects in this manner.

Comment _____

_____

_____

Questionnaire Results

Question 1 - 9 my best
3 good
1 neutral

Comments: No blame on the education system.
A good year - good times and disappointing times.
The program saved the year from being a disaster.
I was given liberties that made high school (almost) enjoyable.
Less time wasted - I did more work.
I learned how to get along with people.
I can now see what my future goals are.

Question 2 - 9 positive
4 neutral

Comments: I have a natural tendency to be withdrawn.
I can work in any conditions, with anyone at any time on any topic.
I have been able to share problems. There is a closeness in this class not found in regular classes.
The others helped to understand the class more.
We have become very good friends.
We all learned from each other.

Question 3 - 2 improved
1 deteriorated
10 remained the same

Comments: My circle of friends has increased.
It was my decision to let this happen.
I may have lost out in quantity but made up in quality.
Other friends were jealous at first until I explained the program to them about four times.
Other students' attitudes changed once they knew what it was all about.
I regard 95% of the people in this school as degenerates, so there hasn't been a relationship difference

Question 4 - 1 drastically
3 same
9 not at all

Comments: They have been pursued with greater vigour.
I have always been active outside of school.
School does not interfere with my outside activities.

Questionnaire Results (continued)

Question 5 - 5 benefitted
6 had no effect
2 hindered, destroyed

Comments: I turned my mother into a nervous wreck with all this independent study.
This program has enabled me to formulate stronger, deeper beliefs .... and the preaching of these beliefs is driving my family wild.
It helped to understand people more.
They showed more respect for me.
My mother only feels that the program was good for me because of my independent nature.
I know my family cares about me. As long as I get good marks they don't get involved in my school work.

Question 6 - 11 I would
2 mixed response

Comments: The whole thing depends on the student.
Some might be incapable of learning through it.
The freedom will suit a student who has already set goals.
It strengthens interest in school.
Only for selected students - some couldn't organize themselves.
Providing they can handle the responsibility.
It gives other chances to good students.
Great for anyone who wants to get more out of school.

Question 7 - 2 I would
11 I would not

Comments: If they are strong in sciences - more power to them.
It is important to maintain contact with others in regular class situation.
I think Math and Science would be difficult.
With highly structured courses much pertinent information could be missed.
Teacher instruction is necessary in some cases.